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The System of Cognitive Activity in the Acquisition of Professional Knowledge by Future Teachers

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Abstract: This article explains the role and importance of cognitive activity in the development of professional knowledge of future teachers.

Keywords: professional knowledge, cognitive activity, intellectual, motive, ability, program education.

There are different approaches to defining the concept of student cognitive activity. B.P. Esipov believes that "cognitive activity is the conscious, purposeful performance of mental or physical labor necessary for the acquisition of knowledge, skills and abilities." G.M. As Lebedev points out, “cognitive activity is the active, effective attitude of students towards the acquisition of knowledge, as well as the manifestation of interest in learning, independence and voluntary action”. This means that in this process, the content of the educational sciences and the necessary methods or skills and competencies are acquired, through which the student learns cognitive activity.

Activity in pedagogy is not just movement, development, power, it is the result of the student's interest in learning, acquiring new knowledge and skills. Students ’activity in the classroom should be directed so that the child not only responds quickly and boldly to the teacher’s questions, but also consciously provides the teacher with clear, interesting information on the topic. To achieve this, you need to engage the reader in the topic, forming a need for the manifestation of cognitive activity in it.

In pedagogy and psychology, the concept of "cognitive activity" is considered by a number of scholars. The concept of "cognitive activity" can be divided into several areas.

A number of scholars believe that cognitive activity is a natural tendency of school children to learn. It is well known that the pursuit of knowledge is inherent in man. This desire is manifested in the child from the first days of life.

Another view is quite popular: cognitive activity is understood as a specific feature of student activity: its intensity and intensity. Many works by local teachers are devoted to the problem of improving the learning process. For example, P.N. Gruzdev and Sh.N. Ganelin, R.G. Lamberg, they studied the problem of activating students 'thinking in the learning process, analyzed the problem of students' independent activity, and concluded that independence is the highest level of activity.

T.I. Shamova writes: “We do not reduce cognitive activity to the normal movement of the student's intellectual and physical forces, but consider it as a quality of personal activity, which is reflected in the student's attitude to the content and process of activity. striving to effectively master the methods of knowledge and activity in an acceptable time while mobilizing spiritual and volitional efforts to achieve educational and cognitive goals.

Cognitive activity reflects a certain interest of future teachers in the acquisition of new knowledge, skills and competencies, internal relevance and the constant need to use different methods of action to replenish knowledge, expand knowledge, expand horizons.

Thus, future teachers have the following advantages:

1. Broad cognitive motives - interest in knowledge.
2. Education and Cognitive Motivation - An interest in learning methods An interest in theoretical and creative ways of thinking.
3. Ability to set non-standard educational tasks in educational activities and at the same time find non-standard ways to solve them.

The problem of shaping cognitive activity arose a long time ago and is one of the most pressing problems to date. The level of cognitive activity of the student determines the effectiveness of solving the tasks of teaching, development and upbringing, as it encourages the development of independence, research and creative approach to mastering the content of education, and encourages self-education.

A person is formed in activity and the concept of ‘cognitive activity’ is opened up by the concept of ‘cognitive activity’, which is one of the types of activity that consists of acquiring knowledge, independent learning and acquiring skills and abilities.

Thus, both types of cognitive activity are closely related to each other, "writes E. Korotaeva. Mozhar E.N. suggests to the teacher in order to develop cognitive activity in children:

- creating an atmosphere of kindness in the classroom;
- Use a large arsenal of tools to maintain interest in the topic;
- focus on the main thing in the training material;
- Orientation of education and cognitive process to achieve the end result;
- implementation of individualization and differentiation of the educational process;
- not to overload students;
- taking into account the characteristics of heredity and psychophysical development of children;
- differentiate the amount of homework;
- control and correction of mastering of each educational element;
- Development of students' personalities, mastering the methods of solving their own problems, creating conditions in the classroom for self-management in educational activities.

At present, a large fund of knowledge (approaches) has been accumulated to increase the cognitive activity of students. The most important of them are as follows.

1. Activity approach based on activity theory. His main postulate is that the person is formed in action. It is important for teachers who organize the learning process to know the structure of the activity. Its main components are: motives, purpose, tasks, content, means, forms, methods and techniques, result. This means that the teacher must influence the emotional-motivational, mental, practical area of the student’s personality by various means.

It is also important that teachers know the main types of activities in which school students participate: educational-cognitive, social, labor, play, aesthetic, sports, and leisure. It is very important to link these activities together.

2. A person-centered approach based on the ideas of humanistic psychology and pedagogy. In a student-centered learning environment, the teacher is in many ways the organizer of students ’cognitive independent activities. Person-centered learning is now achieved through alternative programs, differentiated methods, creative homework, and extracurricular forms of organizing student activities.
3. The research approach to the learning process is related to the previous one. It is its implementation that ensures effective independent cognitive activity of students, develops their mental abilities, prepares them for self-education. A variety of heuristic methods are used to engage school students in research: search conversation, rules, formulas, independently deriving concepts, solving.
4. Learning algorithms confirm the need for strict prescriptions for performing certain types of tasks. Algorithms of learning actions help to organize them, make them easier and faster, as a result of which cognitive activity becomes clearer, more efficient. Programmed learning is closely related to algorithmics, the essence of which is a very precise and precise selection of information given to students in small doses. Feedback is set up in a step-by-step framework, which allows you to immediately see if the problem is understood or resolved.
5. Computerization of education. The use of computers as a tool of human cognition increases the ability to accumulate and apply knowledge, creates conditions for the development of new forms of mental activity, activates the learning process.

In the first stage, the computer works as a subject of educational activity, in which students gain knowledge about the operation of this machine, learn programming languages, acquire operator skills. In the second stage, the computer becomes a tool for solving educational problems.

A computer is not just a technical device, for example, it fills the view in training, it requires appropriate software.

6. One of the directions of strengthening the teaching of students is group cognitive activity. Collective cognitive activity is a collaborative activity of students organized by the teacher in such a way that students are able to coordinate their actions in the performance of the overall task, allocate workplaces, define functions, that is, create an environment. there is a business connection, communication is established with each other in connection with the extraction of knowledge, there is an exchange of intellectual values.

Cognitive activity psychologists call a person’s quest for new knowledge, not only learning tasks, but also tasks that arise in life. Cognitive activity forces us to seek and find solutions to problems that at first glance seem insurmountable. This often sparks a new interest in something that is well known and understood in the person. A person with more developed cognitive activity can see new, interesting, and incomprehensible things over a long period of time that make everything seem clear and well-studied.

Thus, cognitive activity is a complex personal formation that develops under the influence of subjective and objective factors. Regardless of the type of learning activity, all students need the teacher's attention and care: those who are not particularly interested in learning, as well as those who make a good impression on the outside, seem to need special help. they do not need. Therefore, whether or not a student can express himself or herself in a learning activity

depends in many ways on the skill of the teacher, which in turn means that he or she will later become a creative, socially active person.

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